



## Curriculum Statement for French

*'Be yourself, but be it very well'*

*Article: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.*

(UNCRC Article: 29)

### **Intent:**

The teaching of French in our school provides an opening to other cultures and can deepen pupils' understanding of the world.

The teaching of French allows pupils to express their ideas in speech and writing. It provides opportunities for them to communicate for practical purposes learn new ways of thinking and read stories in their original language. This provides the foundation for learning further languages, equipping pupils to study and work in other countries in later life.

In line with the 2014 National Curriculum for Modern Foreign Languages, we aim to ensure that all children:

- Understand and respond to spoken and written language from a variety of authentic sources.
- Are able to speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and that they are continually improving the accuracy of their pronunciation and intonation.
- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- Discover and develop an appreciation of a range of writing in the language studied.

The French curriculum fosters children's curiosity and deepens their understanding of the world whilst also equipping them with the skills and confidence to interact within it, certainly within French speaking countries. The teaching sequence begins with the basics of the language including directions and instructions and is then built upon carefully with different topics, language and phonics. This culminates in Year 6 when they are taught how to describe our school and our world using language they will encounter in Year 7 and upwards. In all topics, previous learning is revised and consolidated as ongoing skills and knowledge. When teaching this subject from Year 3, all children are at the same level to begin with and then progress at their own level. It is often evident that SEN and disadvantaged children enjoy learning a language as they have a chance to begin with everyone and do not feel as though they are behind as they may in other subjects.

## Implementation

Lessons are sequenced so that prior learning is considered and opportunities for revision of language and grammar are built in. Our lessons and resources help children to build on prior knowledge alongside the introduction of new skills. A series of lessons are suggested, providing structure and context as well as offering an insight into the culture of French-speaking countries and communities. The introduction and revision of key vocabulary and grammatical structures is built into each lesson. This vocabulary is then included in display materials and additional resources so that children have opportunities to repeat and revise their learning.

Year Group	Autumn		Spring		Summer	
3	Moi (All About me)	Noel (Christmas)	Jeux et Chansons (Games and songs)	Pacques (Easter)	On fait la fete (Celebrations)	Revision
4	Portraits (Portraits)	Noel (Christmas)	Les Quatre Amis (The 4 friends)	Pacques (Easter)	On y va (All Aboard)	Revision
5	Les Planetes (The Planets)	Noel (Christmas)	La vie et Sante (Health and life)	Pacques (Easter)	L'argent de poche (Pocket Money)	Revision
6	Notre ecole (Our School)	Notre monde (Our World)	Revision	Revision	Monter un café (Creating a café)	Revision and celebration

## Threshold Concepts

The threshold concepts for this subject are as follows:

- Read fluently - This concept involves recognising key vocabulary and phrases. (Literacy)
- Write imaginatively - This concept involves using key vocabulary and phrases to write ideas. (Literacy)
- Speak confidently- This concept involves using key vocabulary and phrases to verbally communicate ideas. (Oracy)
- Understand the culture of the countries in which the language is spoken - This concept involves the background knowledge and cultural capital needed to infer meaning from interactions. (Intercultural Understanding)

These key concepts underpin learning in each topic. This enables pupils to reinforce and build upon prior learning, make connections and develop subject specific language.

## Links to core subjects

- **English** - there are many links between the learning of another language and a child's mother tongue. With French, children are taught root words and sounds which can help them to focus on the English sounds and root words we already know and can link to. Children can link words they know and begin to use French sounds as they do in English. Many phonics activities used throughout our French curriculum are used in the learning of English at an early age ( i.e. stories, repetition, games, songs, rhymes)
- **Maths** - the learning of French in our school is linked to maths through the use of money, pocket money and every day skill such as buying food in a café. Children will gain a sense of understanding of the Euro and its conversion rate as well as using the number names and being able to complete additions and subtractions in French.
- **Science** - Some of the topics covered in French across the year groups are linked directly to the teaching of Science. IN Year 5 'Les Planetes' teachers colours, sizes, near and far and is directly connected to the teaching of planets in Science lessons. Also topics such as 'La vie et Santé (Health and Life) reinforce work on healthy living and exercise. 'Notre Monde' in Year 6 teaches children how to describe physical and human features of our world lining to scientific Geography.
- **RE** - the seasons of Christmas and Easter are a focus throughout most of the year groups within French lessons and this links to our teaching of RE. Intercultural understanding is also a strand which is taught throughout all year groups. This has a focus in respect for people whatever their nationality, colour or gender and links to key concepts taught in RE and PSHE which are strongly linked.

## Impact

Using the full range of resources, including display materials, will increase the profile of languages across school. The learning environment will be consistent with key French vocabulary displayed, spoken and used by all learners. We want to ensure that French is loved by teachers and pupils across Key Stage 2, therefore encouraging them to embark on further language studies. Impact can also be measured through key questioning skills built into lessons, child-led assessment such as mind maps.

## Monitoring

- Lesson visits
- Work scrutiny
- Planning scrutiny
- Reports to Governors
- Learning Council

## Assessment

Through the explicit teaching of the language skills, both the teachers and the pupils assess their learning continuously throughout the lesson. At the end of the unit, pupils reflect on their knowledge and understanding. Our assessment systems enable teachers to make informed judgements about the depth of their learning and the progress they have made over time.

To be reviewed in summer term 2021

**Subject Leader: Angela Garrity**

**Link Governor: Catherine Lynn**

**Date:**

**To be reviewed:**